



Pupil premium spending strategy 2019-2020

St. Clare's Catholic Primary School Liverpool

Summary information					
School	St. Clare's Catholic Primary School				
Academic Year	2019-20	Total PP budget	£108,240	Date of most recent PP Review	23/6/16
Total number of pupils	210	Number of pupils eligible for PP <i>(Due to high levels of mobility within the school community, pupil premium entitlement may vary across the year.)</i>	82	Date for next internal review of this strategy	SPRING 2020

Attainment at End of KS1 July 2019			
	Pupils eligible for PP	All pupils	All pupils National
% achieving expected standard or above in reading, writing & maths	36% (4/11)	39% (11/28)	65%
% at expected standard in reading	45% (5/11)	46% (13/28)	76%
% at expected standard in writing	36% (4/11)	43% (12/28)	70%
% at expected standard in mathematics	64% (7/11)	64% (18/28)	76%
Attainment at End of KS2 July 2019			
	Pupils eligible for PP	All pupils	All pupils National
% achieving expected standard or above in reading, writing & maths	13% (2/15)	33% (10/30)	65%
% at expected standard in reading	40% (6/15)	60% (18/30)	73%
% at expected standard in writing	40% (6/15)	63% (19/30)	78%
% at expected standard in mathematics	47% (7/15)	57% (17/30)	79%

Research: The Sutton Trust and Education Endowment Foundation (Oct 2015) and the EEF Toolkit play a key role in our spending plans for PPG. Collaboration and coaching are key principals of our approach; supplemented by early intervention, phonic development, social & emotional learning, meta-cognition & self-regulation and digital technology – all of which score highly on the EEF Toolkit

Barriers to future attainment (for pupils eligible for PP)	
---	--

Academic barriers	
--------------------------	--

<p>Low entry level communication skills</p> <p>EAL</p> <p>New to country</p> <p>SEND</p> <p>Attendance & punctuality</p> <p>Disengagement</p> <p>Behaviour for Learning</p> <p>Mental Health</p> <p>Looked after children</p> <p>Lack of home resources</p> <p>Concentration</p> <p>Low aspirations</p> <p>Lack of parental knowledge/understanding to help pupils with homework</p> <p>Limited access to everyday life experiences</p> <p>Parents/Carers own barriers (personal, school experiences, unemployment, EAL)</p> <p>Bereavement</p> <p>Lack of appropriate provision for SEND pupils</p>	
--	--

Additional barriers	
----------------------------	--

<p>Poverty</p> <p>Housing</p> <p>Safeguarding</p> <p>Internet access/Social media</p> <p>Fear of authority</p> <p>Parents Mental health issues</p> <p>Refugee/asylum seeker status</p> <p>Cultural differences</p> <p>Community pressures</p> <p>Lack of parental engagement</p> <p>Alcohol and drug misuse</p> <p>Domestic abuse</p> <p>Anti-social behaviour</p> <p>Police involvement</p>	
--	--

Intended outcomes	Success criteria	Impact (in red) July 2020
<p>Diminish the differences between attendance & punctuality rates of PP children and non PP children.</p>	<p>PP attendance will be in line with school and local authority target of 97% and the difference diminished between the two groups.</p> <p>PP persistent absentees and their parents will be identified and challenged by school in close collaboration with Learning Mentor, DHT & EWO.</p> <p>PP children will be encouraged to attend pre-school sessions and engage with the attendance rewards system in place in school.</p>	<p>PP PA 18-19 85.4%</p> <p>PP PA 19-20 86.4%</p> <p>This % was increasing, however due to COVID-19 attendance overall dipped through parental fear and anxiety.</p>
<p>Diminish the difference in standards in GLD, Phonics, Reading, Writing & Maths for pupils eligible for PP.</p>	<p>Termly assessment data from class tracker and intervention tracker will evidence progress and attainment diminishing the difference between PP and non PP pupils</p>	<p>19-20 Standards are skewed due to COVID-19. Pupil standards set as per Mar 2020</p> <p>See Summer 2020 data set PP highlights Reception PSED, Reading and Number strengths Y1 Reading and Writing esp boys concern Y2 GDS Reading & Maths strength Y3 GDS Reading strength Y4 Overall performance concern Y5 Overall performance concern Y6 Reading & Writing concern</p>

Diminish the difference between PP and non PP pupils achieving the Expected standard in Reading, Writing and Maths	Pupils will be identified as not achieving the expected standard at the earliest point possible in their education (or as soon as the need arises) in 1 or more subjects, through the Venn diagram tracking system. Pupils will be targeted through intervention in this subject.	RWM-Exs Y2 PP 40% NPP 35% Y6 PP 22% NPP 56%
Early intervention for pupils with SEND, mental health issues	Pupils who have SEN or MH will be identified at the earliest possibility and intervention put in place for them. This will prevent missed learning opportunities and future disengagement.	EP assessments for 6 pupils Seedlings therapy for 5 pupils EHAT 3 pupils
Diminish the difference in standards in the wider curriculum for pupils eligible for PP to develop pupil's cultural capital.	An engaging, exciting and enriching curriculum will provide opportunities to explore and challenge. Subsidised learning visits, heavily subsidised residential visits and in-school experiences will ensure that all subjects are given priority. Pupil and parental voice will be taken into account.	See Evolve/long term curriculum overview for details of curriculum visits
Positive attitudes to learning and behaviours for learning	AFL techniques are embedded into each classroom. Teachers are trained in 'Learning to learn' techniques, thus promoting a classroom of resilient and independent learners. Outstanding behaviour can be seen around the school. A robust behaviour policy is in place.	Behaviour and attitudes judged as Good by OFSTED Jan 2020
Improved life experiences and increased aspirations for pupils eligible for PP.	Pupils will aspire to pursue a variety of different opportunities, through focused pupil questionnaires we will provide: visitors, learning visits, residential, outdoor learning and a focus on future career choices (Aspirations Week). based on pupil's voice	See St. Clare's Curriculum offer and Long term overviews
Parental confidence increased in engaging with their children's learning/education for families eligible for PP.	Parent/carers workshops will run across the year to support learning/secondary transfer and school entry. Questionnaires will be completed to analyse effectiveness of these. Parents/carers will be confident in supporting their children and will have a better understanding of the education system.	Reading and Maths workshops took place throughout the year. External parenting courses advertised and offered taken up by targeted parents

Quality First Teaching is no less than good with some outstanding.	<p>Co-coaching opportunities are in place for staff development. NQTs and teachers new to the school are supported by SLT</p> <p>Teachers pedagogy of teaching is improved from the CPD in place from IFT. A rigorous monitoring schedule will ensure that the quality of teaching and learning is no less than good with some outstanding.</p> <p>An agreed whole school teaching and learning policy is in place.</p>	<p>IFT techniques evident in monitoring. All staff adhere to T&L policy.</p> <p>Quality of Education judged Good OFSTED Jan 2020</p>
Preparation to be a good global citizen	<p>SMSC, whole school theme weeks and assemblies will identify an increased understanding about what it means to be a British/Global citizen.</p> <p>Pupils will engage with the work of the UNITED NATIONS sustainable development goals and consider their part to play in achieving these</p> <p>Through an engaging curriculum, pupil voice, fund-raising, school council and our school ethos pupils will have opportunities to demonstrate and identify what it means to be a global citizen, in Modern day Britain.</p>	<p>Aspirations week</p> <p>Harvest food bank contribution</p> <p>UN SDGs woven through the curriculum and displayed centrally</p> <p>Anti- bullying campaign</p> <p>Fire safety day</p> <p>Online safety week</p> <p>Chinese new year celebration</p> <p>Other planned Wonder Days were cancelled due to Covid-19</p>

Planned expenditure

Quality of teaching for all					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation? Impact statement (in red)
To embed the Transforming Teaching programme into our own CPD through a co-coaching programme	To develop specific teaching expertise and drive improvements in pupil learning.	Transforming Teaching is a whole school programme for improving teaching, retention and career progression. It is based on robust evidence, sustained over time, and delivered by expert teacher educators in schools where the need is greatest.	Monitor the targets set through the co-coaching programme ensuring engagement and progression throughout through feedback from IFT providers, lead teachers and SLT. Consistently good teaching and practices embedded throughout the teaching staff	SLT IFT lead teacher	Throughout the 2 years £5,460 Programme complete. Lead teacher trained as coach and coached targeted teachers

<p>To continue to use NFER tests to standardise our assessment procedures</p>	<p>To provide accurate assessment data based on pupil performance in test conditions. To prepare pupils for future statutory testing and standardised testing</p>	<p>To compare last year's scores and calculate 'like for like' progress measures</p> <p>To prepare pupils for future statutory testing and standardised testing</p> <p>To benchmark school results nationally and reliably monitor attainment and progress</p> <p>To make accurate comparisons between pupils and groups of pupils and gain formative information to guide teaching and learning.</p>	<p>Create timetables for testing to take place</p> <p>Moderate judgements between teacher assessment and test scores to ensure an accurate picture of pupil progress and attainment</p> <p>Analysis of the tests informs future planning</p>	<p>SLT</p>	<p>Assessment points £2000</p> <p>SATs did not take place due to Covid-19.</p> <p>NFER assessments took place end of Aut 1.</p> <p>PP pupils discussed and targeted with intervention at PP meetings</p> <p>NFER assessments will roll over to 20-21</p>
<p>Review the long term planning of maths.</p>	<p>A clearer more focussed structure of Maths planning and delivery</p>	<p>A framework is in place for NQTs and teachers who are new to the school to allow them to deliver the Maths curriculum with more ease. Maths outcomes in line with school targets above 100% of teaching Good or Outstanding</p> <p>Accurate pitching of activities and progression through teaching sequence.</p>	<p>Purchase of POWER maths for Years 1, 2 & 3</p> <p>Continue to work with Ray Maher (2 days per term).</p> <p>Monitoring of maths teaching through lesson visits and book scrutinies.</p> <p>Co-coaching of staff and feedback from discussions during staff meeting time.</p>	<p>DHT (Maths Lead)</p>	<p>£1750</p> <p>£1500 Ray Maher</p> <p>Supply costs to be covered in house</p> <p>POWER MATHS in place.</p> <p>Support from Maths consultant for subject lead and Teaching staff.</p> <p>Maths judged Good OFSTED Jan 2020</p>

To ensure quality first teaching in English so that PP children are engaged and make at least expected progress	Use the Literacy Counts Read to Write materials to improve reading, writing and GPS	Read to Write empowers teachers to provide high-quality teaching of writing through high-quality literature. These detailed units of work centre on engaging, vocabulary-rich texts, with a wealth of writing opportunities within and across the curriculum and they also signpost wider curriculum enrichments. Read to Write is evidence-based teaching of writing. The units have been carefully mapped out so the entire statutory curriculum for English is covered for each year group. They also enable schools to draw upon the wider curriculum, which supports schools to build rich curriculums.	<p>Lesson visits to identify any issues with subject knowledge</p> <p>Monitoring of books to ensure evidence of successful delivery and pupil progress.</p> <p>Evidence of quality teaching in learning environment.</p> <p>CPD through the DGT learning network with an accredited Literacy Counts trainer</p>	<p>SLT</p> <p>English subject lead</p> <p>KS1 lead</p>	<p>Throughout the year for units and texts</p> <p>£5000</p> <p>READ TO WRITE units in place (where appropriate)</p> <p>Reading standards of Y6 consistent cohort 88%</p> <p>PP writing still below NPP writing (see Summary of Standards report)</p>
---	---	--	---	--	---

<p>To develop the wider curriculum</p>	<p>Develop the Intent, Implementation and Impact of our wider curriculum.</p> <p>Deliver topic based and discrete subjects</p> <p>Understand the knowledge and skills progression in each subject</p> <p>Consider the assessment tasks focuses and plan backwards</p> <p>Subscribe to Cornerstones Maestro Curriculum to provide a framework and learning resources</p>	<p>We believe that all children deserve an education rich in wonder and memorable experience. One that allows children's natural creativity and curiosity to flourish, alongside the purposeful acquisition of skills and knowledge. We believe that an education that does all of this gives children the best chance to become well-rounded, happy individuals, ready to succeed in an ever-changing world.</p> <p><i>Curriculum Maestro™</i> is a revolutionary online platform helping schools design, deliver and manage their curriculum.</p>	<p>Provide staff with time to plan each topic and discrete subject (Supply cover)</p> <p>Pupil voice</p> <p>Monitoring/take up of memorable experiences and learning visits</p> <p>Measuring the impact of the above on the future learning of the pupils</p> <p>Foundation subject displays</p>	<p>SLT</p> <p>Subject leaders</p> <p>Class teachers</p>	<p>Supply costs to release staff will be covered in house</p> <p>Wider curriculum development the main focus for the year CPD.</p> <p>Made many changes, monitoring showed rich and memorable experiences planned and carried out for pupils.</p> <p>Planning and assessment tasks for wider curriculum continue to be a focus.</p> <p>Continue to develop HISTORY, GEOGRAPHY & SCIENCE plan for Spring 1 20-21</p>
<p>To diminish the difference in standards between PP and non PP pupils</p>	<p>Scrutiny of assessment data which provides details about groups of pupils.</p> <p>Discussions at Pupil progress meetings about individual pupils and their needs</p>	<p>PP pupils are identified and their individual needs met.</p> <p>All staff have a shared understanding of all the internal and external barriers which prevent PP pupils from achieving their full potential</p>	<p>Termly data collection</p> <p>Termly pupil progress meetings</p>	<p>SLT</p> <p>Class teachers</p>	<p>Termly</p> <p>£160 x 7=1120 x 2=£2240 supply costs</p> <p>See Summary of standards report.</p> <p>See Pupil progress meeting notes</p> <p>Still a gap between PP and NPP in all subject areas</p>

PP pupils to apply Maths & English skills learned across all areas of the curriculum	Use of the curriculum with the incorporation of English and Maths skills applied at every opportunity,	Development of Literacy and Numeracy skills across the curriculum enables children to engage with the whole curriculum and develop their skills in all subjects.	FS subjects lesson visits Learning walks Book scrutiny FS books Pupil voice Displays Twitter feed	SLT Subject leaders	ONGOING monitoring schedule Opportunities are planned alongside termly curriculum review.
Improved subject knowledge of teachers in the delivery of the curriculum	To cover supply costs for teachers, so they can attend valuable training, and network meetings and see good practice in other schools.	Evidence of impact from previous year's progress and the affect this strategy had on our pupils' engagement. CPD analysis ensuring staff are confident in the delivery of lessons and in return pupils are engaged throughout.	Lesson observations Learning walks Book scrutiny Pupil voice CPD feedback forms	SLT Subject leaders	ONGOING £5,000 All subject leaders attended CPD for their subject, see planners/diary
Total budgeted cost					£22,950

Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To use Reading Plus as an intervention in Y3 & Y4, for PP pupils not making expected progress. Provide a licence and a free daily breakfast	To improve fluency and comprehension in pupils who may not access reading at home	Seventy percent of non-proficient students read inefficiently—they struggle to move their eyes smoothly and comfortably over lines of texts at an appropriate rate. These students are often assessed for gaps in foundational skills and comprehension, when the actual hurdle is reading inefficiency. As a result, these inefficient readers often receive instruction and practice for the wrong issue and continue to struggle. Reading Plus not only assesses efficiency, but also measures and increases motivation and comprehension. Students are given choice and control to practice at their own pace with a program that uses adaptive technology in a truly meaningful way.	Monitor usage and progress through the Teacher and Administrator on RP website Monitor and encourage pupils at Breakfast club Invite parents in to show them how to help their child to use it	English lead Class teachers	Weekly Termly with RP assessments 15 licences £600 45 licences in use across Years 3,4,5 and 6. Very useful for tracking messaging PP pupils during lockdown. See RP report for PP pupils on increased fluency/wordcount/comprehension
Support underachieving PP pupils through targeted interventions	Deployment of LSAs to support progress	EEF research shows that one to one intervention can add up to 4 months. Following discussions at pupil progress meetings pupils will be identified for specific targeted interventions	Entry and exit data to be analysed SENCO observations of interventions	SENCO	Termly focus ONGOING £7,000 See Intervention timetable. Entry and exit data
Improve PP pupil behaviour and attitudes to learning	Support from outside agency (Family Support Worker, Seedlings counsellor and Play therapist) and our learning mentor to work closely on specific interventions and	EEF research shows that social and emotional support can add up to 4 months impact onto a child's learning.	Mentor reports. Attainment, progress and attitudes to learning improves for these groups.	Learning Mentor	Half termly £2,300 Family support worker Play Therapist £3120 Seedlings counselling £1637 SLA will continue, some pupils continued during lockdown. The demand for this is increasing.

Improve attendance of PP pupils and persistent absentees.	Attendance initiatives to improve attendance of all pupils. Short/long term rewards.	EEF research shows that one to one intervention can add up to 5 months' impact. The Learning Mentor & Education Welfare Officer will work with individual families to support them getting their children into school.	Attendance reports Reports to Governors Register analysis A decrease in our PP absentees will be seen by the end of each term Reports regarding PAs and how they are performing will be given to the class teachers termly.	Learning Mentor EWO	Half termly Proportion of Learning mentor salary £8000 Attendance initiatives £700 EWO £2496 Discussed and challenged at parents evenings Regular meetings with EWO & LM Governors updated PP 94.26% NPP 95.59% 20/3/20
Target talent in music/singing and raise aspirations of PP pupils through specialist music/choir provision	Specialist Music teacher/Choir leader to provide high quality music lessons/after school club to lead curriculum delivery/after school sessions to Y4 pupils (ukulele) and provide opportunities for pupils to learn a musical instrument and/or take part in organised choir performances in public places	The EEF states that overall; the impact of arts participation on academic learning appears to be positive. To build self-esteem and confidence in non-academic areas of school life.	Monitoring of lessons Pupil questionnaires Analysis of pupils who are continuing a musical instrument outside of school. Targeted involvement of PP pupils in Gospel choir	Music lead Gospel choir leads	Termly £2,000 Ukelele lessons from resonate until lockdown and to continue 20-21 Gospel choir PP involvement 52%

To increase the number of PP pupils attending Breakfast club.	Continue to subsidise Breakfast Club to PP pupils to improve attendance and punctuality.	Providing pupils with an early morning session has historically helped some of our families who have struggled with attendance/poverty The EEF have found that it can add 2 months impact.	Breakfast Club numbers increase Targeted families are invited to attend Breakfast Club. Staff see increased engagement from children in the morning.	SLT	Half termly £500 PP and otherwise Vulnerable pupils targeted for breakfast club, Uptake approx 34% PP
To identify areas of additional need in PP pupils on the SEN register.	Use of SENISS to work with pupils and the SENCO to identify and support any additional educational needs that a child may have.	Following identification of additional needs by a specialist teacher appropriate intervention will be put in place.	The progress of individuals will be reviewed against the SENISS report to monitor progress and check appropriate provision has been put in place.	SENCO	ONGOING PP pupils are closely monitored by SENCO and SLT PP pupils progress and attainment given priority at Pupil progress meetings
Improved progress in reading	Precision teaching - daily	This is a high impact strategy. Focused 1 to 1 work will accelerate progress in word reading and spelling skills. The principles of Precision Teaching match the good teaching principles recommended in Sir Jim Rose's report of June, 2009 <i>Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties</i> .	Impact over seen by SENCO, teachers to use data to identify target pupils. Daily performance will be recorded and used to track progress and increase motivation. A summative record will track rate of progress over time.	SENCO English lead	Termly Precision teaching a strong strategy in school. Staff confident delivering. See Intervention timetable and entry and exit data.
Improved progress in phonics and reading	Phonics intervention – small group sessions throughout the week (R to Y6)	Many pupils need to consolidate phonics from Reception to Year 6. Pupils need to be effective readers to master learning across the curriculum. The EEF toolkit recognises that the systematic teaching of phonics is effective in teaching younger readers to master the basics of reading.	Teaching of phonics will be matched to pupils' particular needs and systematically teach the sound patterns with which they are not yet confident. A summative record will track rate of progress over time. Y3 children will also be taught phonics and spelling	SENCO Phonics lead English lead	Termly See Phonics planner and review of groupings. See termly overview by Phonics lead

Improved progress in reading	Project X Code intervention	Pupils need to be effective readers to master learning across the curriculum. The EEF recognises that reading comprehension approaches are more effective for pupils ages 8 or above pupils, and can improve learning by an additional five months' progress over the course of a school year.	Children's reading age will be tested both before and after intervention. Impact overseen by assessment co-ordinator and literacy subject leader. Timetable arranged to ensure regular delivery and support to identify appropriate materials.	SENCO English lead Project X lead	Termly * See Intervention timetable and entry and exit data.
Improved progress of targeted pupils in maths	1st class@Number 2 (An additional member of staff was trained in 1 st Class@Number 2017-2018)	A number of children have yet to secure number facts. The intervention focuses on number and calculation, developing children's mathematical understanding, communication and reasoning skills. Research by Edge Hill University states that pupils involved in the program made an average Number Age gain of 12 months in only 3.5 months.	Impact over seen by assessment co-ordinator, teachers to use data to identify target pupils. Sandwell test used to baseline pupils before and after the program to track gain in number age. Timetable arranged to ensure regular delivery.	SENCO Maths lead	Termly * See Intervention timetable and entry and exit data.
Total budgeted cost					£80,471
Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

To make a wide range of opportunities and experiences available to PP pupils.	<p>Continue to subsidise residential visits, Colomendy, as well as educational learning visits and extra curricular activities.</p> <p>Take part in outdoor learning days <i>LJMU Forest school adventure</i></p> <p><i>Christmas at Croxteth</i></p> <p>Interact with outside agencies ie Police, St. John's Ambulance <i>CRUCIAL CREW</i></p>	<p>EEF believes outdoor adventure learning can add up to 3 months to a child's learning journey.</p> <p>Improved mental health and well being</p> <p>Better relations with out of school agencies and improved social behaviour</p>	<p>Ensure trips are planned throughout the year to support curriculum.</p> <p>Complete SEF grid to ensure that there is a wide coverage of events.</p> <p>Parent/pupil questionnaires</p>	<p>HT</p> <p>Class teacher</p>	<p>Termly</p> <p>£8,000</p> <p>Colomendy money refunded.</p> <p>10% retained by Kingswood for future deposit</p> <p>LJMU forest school did not take place due to Covid-19</p> <p>Christmas at Croxteth a wonderful immersive learning experience</p> <p>Crucial Crew successful gathering of outside agencies for Y6 PSHE and impact on social behaviour and responsibility</p>
To increase PE participation and build confidence/self-esteem for PP pupils	To purchase PE/swimming kits for those pupils who consistently struggle to produce them.	Past experiences within the school have shown that by engaging in PE and sporting events it encourages, team- work, pride, achievement and self-worth – thus raising self-esteem.	<p>Target PP pupils to participate in competitions</p> <p>Collect registers and after school club registers</p> <p>Purchase and disperse PE & swimming kits to appropriate families.</p> <p>Discussions with relevant staff.</p>	<p>PE lead</p> <p>Class teachers</p>	<p>£1,000</p> <p>Learning Mentor and Class teachers are aware of the level of need and provide support accordingly</p>
Total budgeted cost					£9,000
TOTAL SPEND					112,421
The additional £4,181 has been taken from the school budget					